

INTERCULTURAL COMPETENCE STUDENT OUTCOMES FROM PARTICIPATION IN INTENSIVE MULTICULTURAL SERVICE LEARNING

PRELIMINARY FINDINGS

Rationale



Research Question



Intro

- 5 sections of Spring and Fall 2011 Cultural Diversity in the U.S. course
- 253 students
- SL, non-SL, and optional service sections
- 36% SL (92)

Literature Review

Multiple
definitions of
Intercultural
Competence?

Contradictory
MSL Outcomes?

Program Goals for Students



Teach

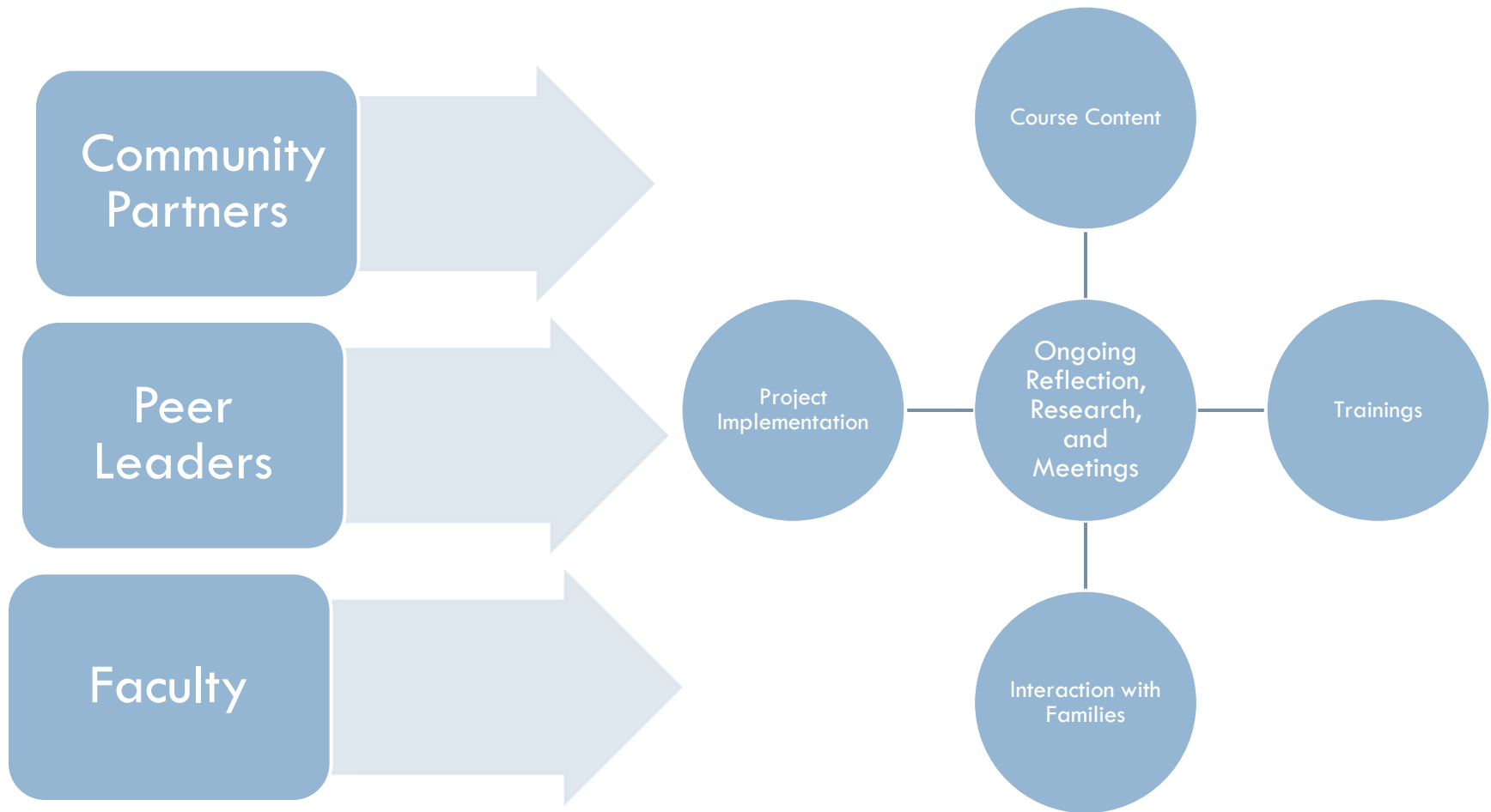


Learn



Problem-
Solve

Program Description



The \$100 Solution™



Partnership

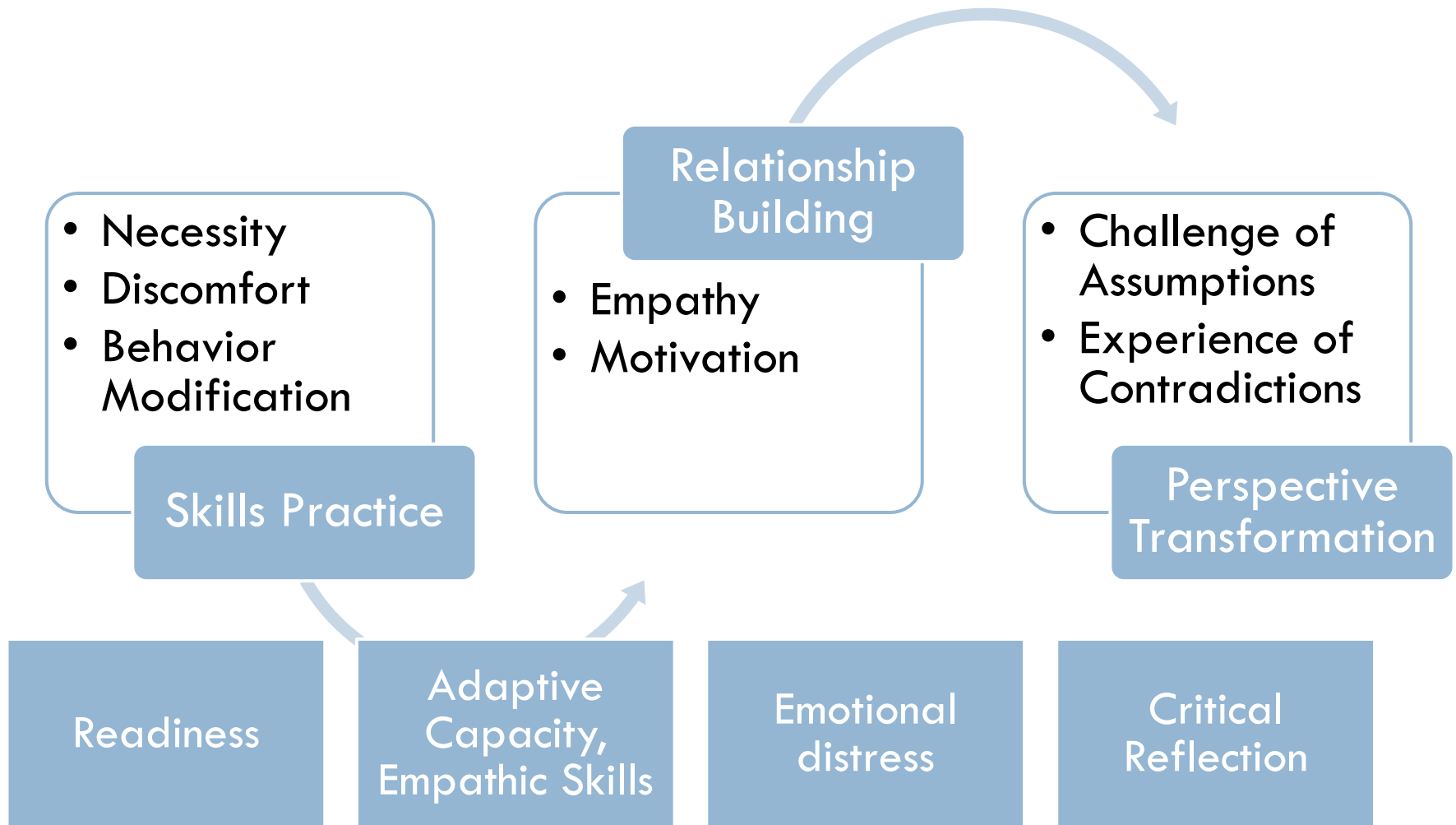
Reciprocity

Capacity
Building

Sustainability

Reflection

Program Theory: Interaction, Dissonance, Transformation



Data and Research Design

- Pre- and Post
 - ▣ Total scores
 - ▣ Section scores
 - Awareness
 - Knowledge
 - Skills
- Whether students had participated in the service-learning project or not.
- Demographics and control variables

Data Analysis

- Difference between pre and post scores for each student for total scores as well as section scores
- Average differences for treatment and control groups
- Comparing the results for SL students versus R students

Instrument Development

- 1st version, based of
 - ▣ Self-Assessment of Multicultural Competence as the measuring instrument (Connerley and Pedersen , 2005, p 106-110)
 - ▣ Literature Review
 - ▣ Program Evaluation
- 1st pilot – 54 students, faculty/peer feedback
- 2nd pilot – 211 students
- 3rd version - Focus groups 15 students

Instrument Validation

3rd version psychometrics.

□ Validity

- ▣ Exploratory and confirmatory factor analysis. 3 factors explain 40% of the common variance.
- ▣ Justified keeping all items, but relocating 4 of 39.

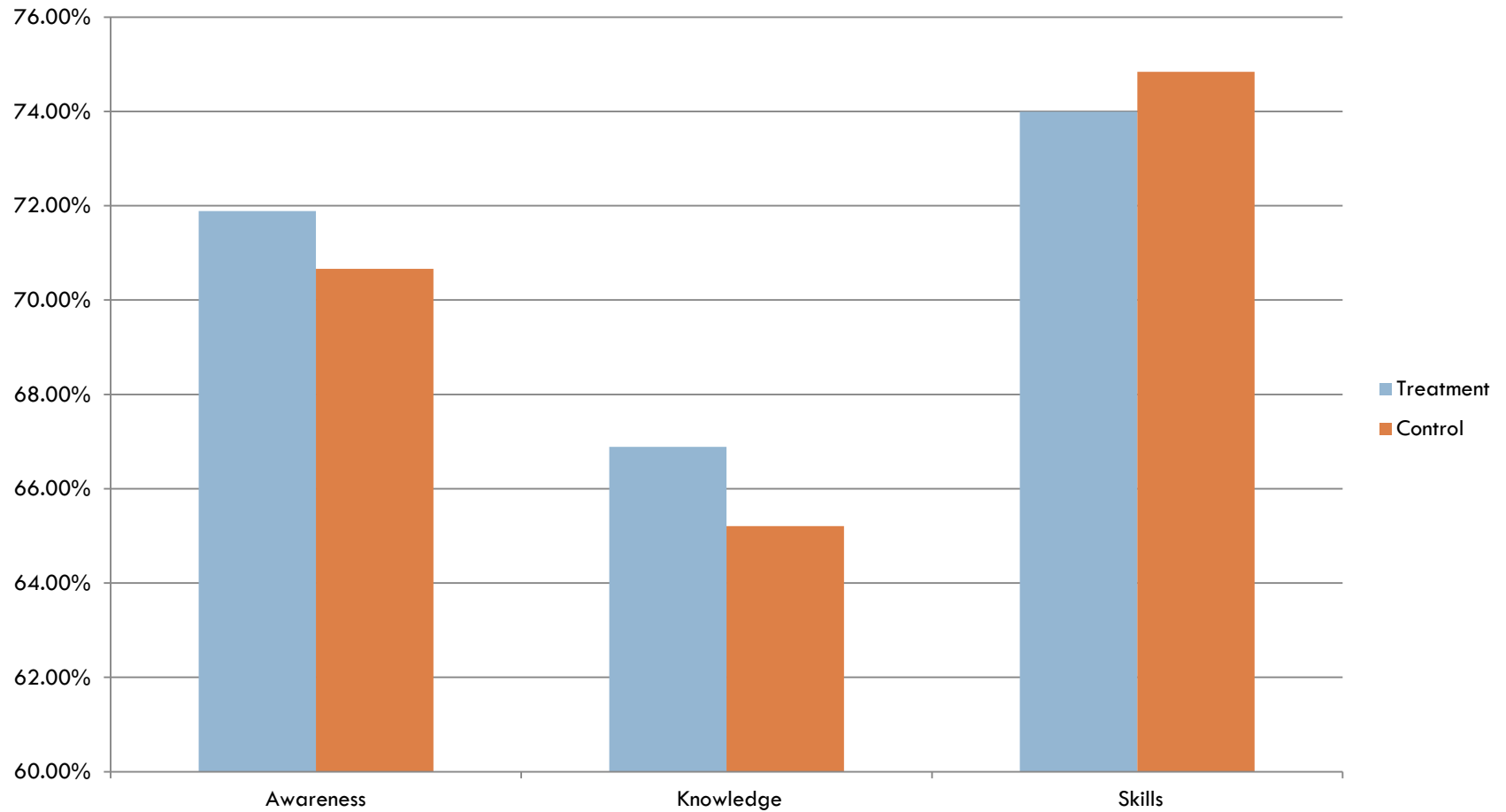
□ Internal consistency

- ▣ Very high internal consistency (.912 Cronbach alpha)
- ▣ High sub-scale (.774 for awareness, .859 for knowledge, and .877 for skills).
- ▣ Based on item-to-scale correlation, squared multiple correlation, and effect overall and sub-scale Cronbrach's alpha, all items are justified for retention.

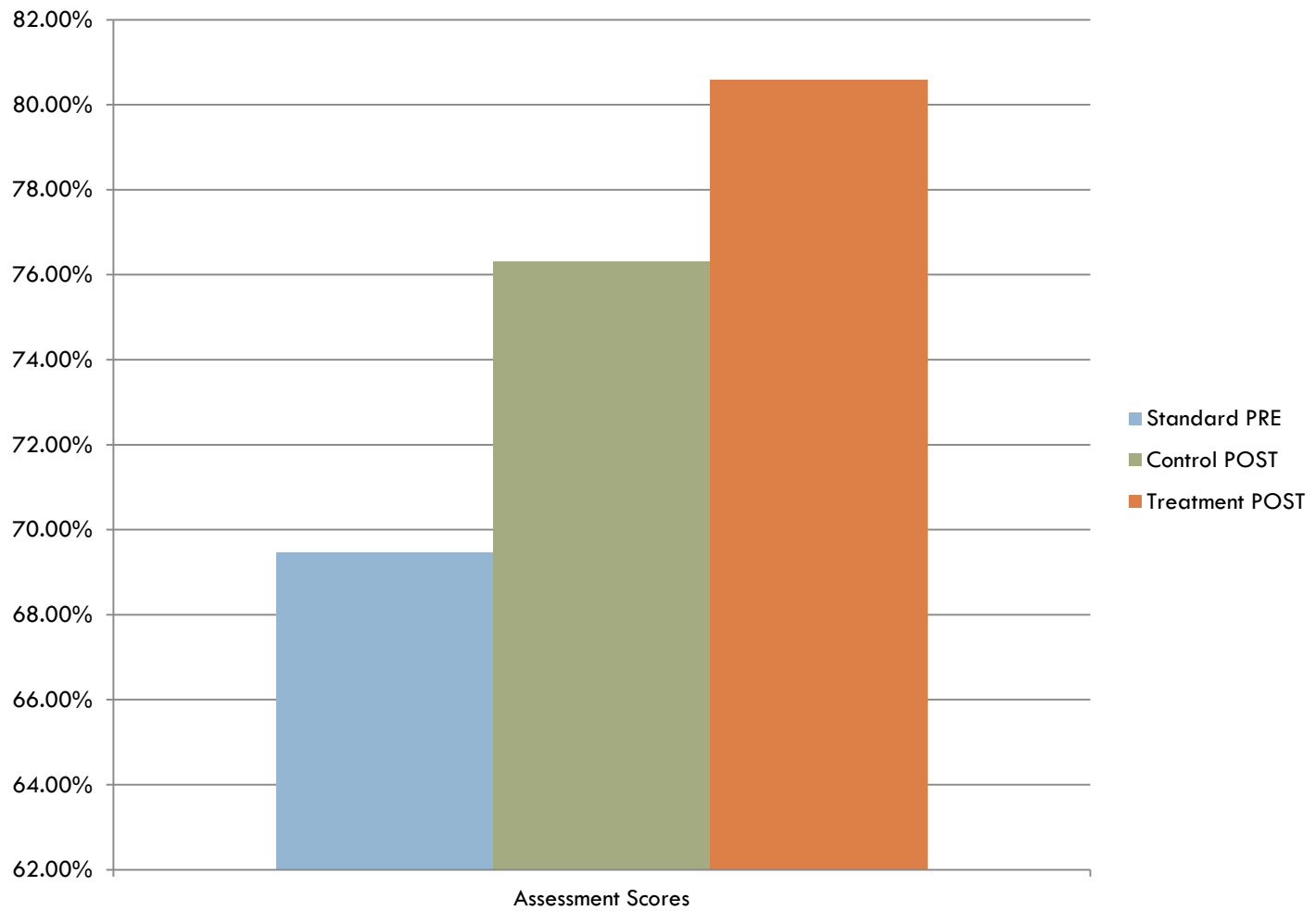
Results

From 124 complete pre and post data sets
253 pre scores

Starting Point

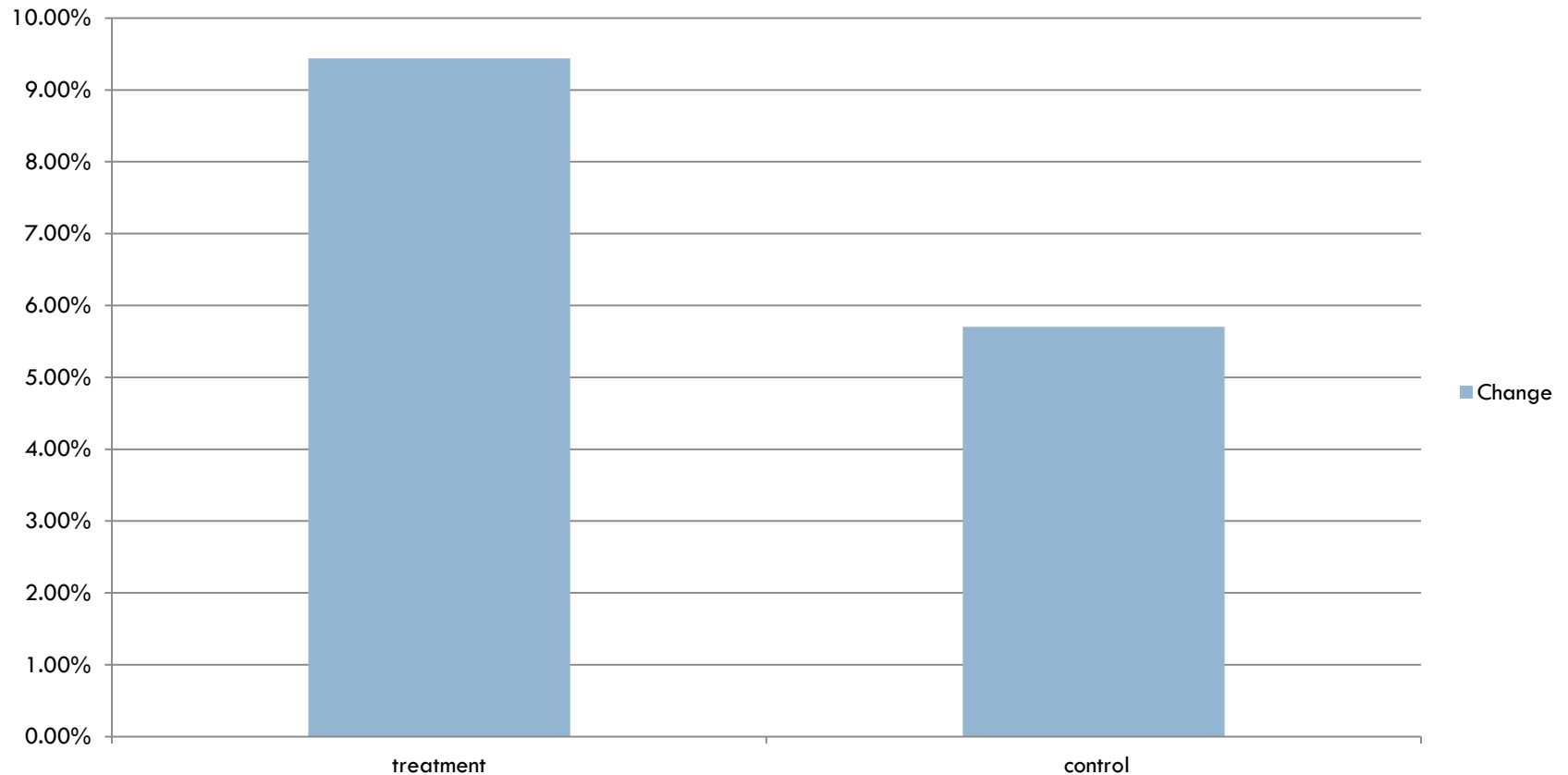


Change

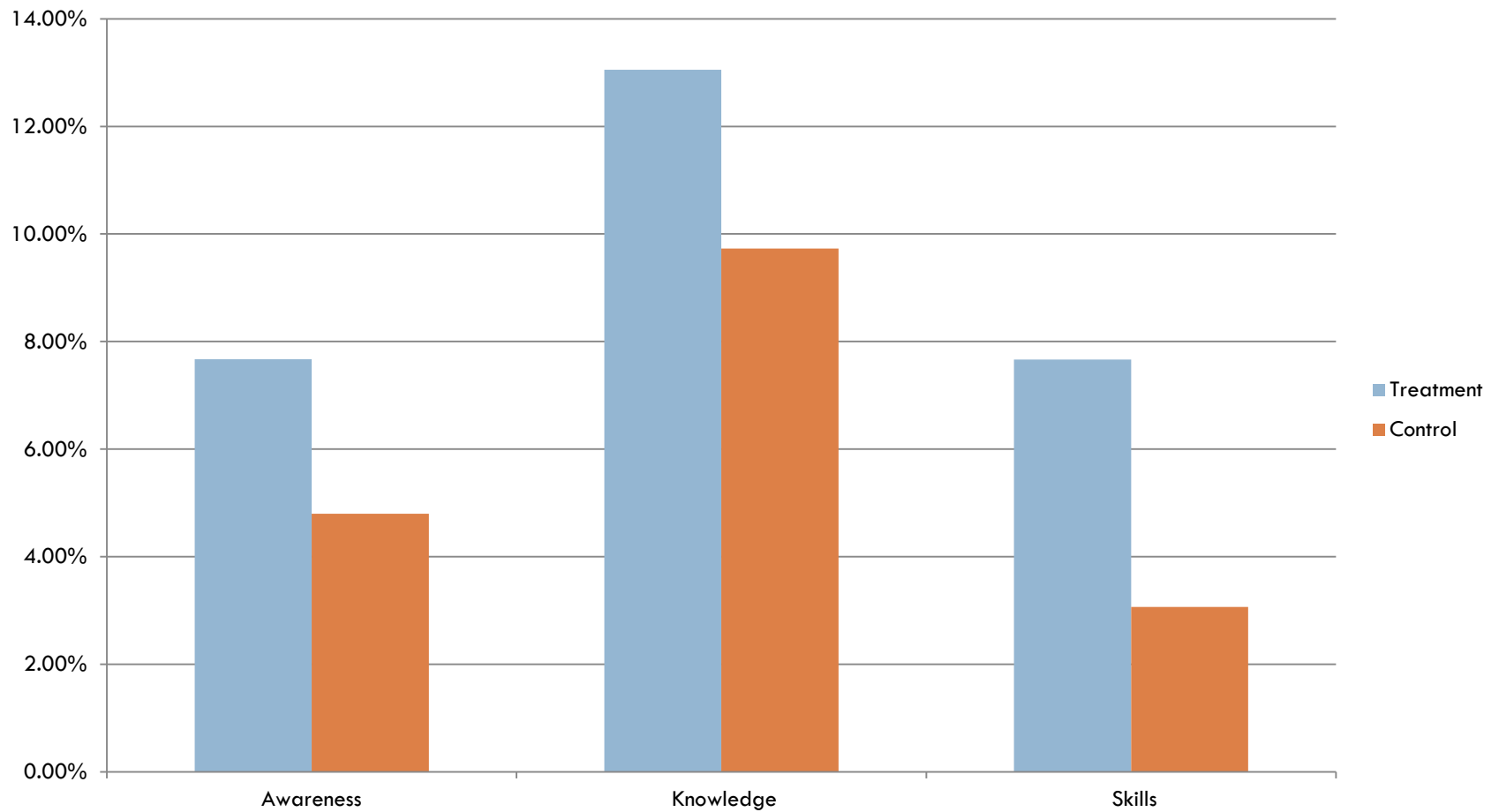


Change in Treatment vs Control

Difference in Assessment Scores between Post and Pre Course

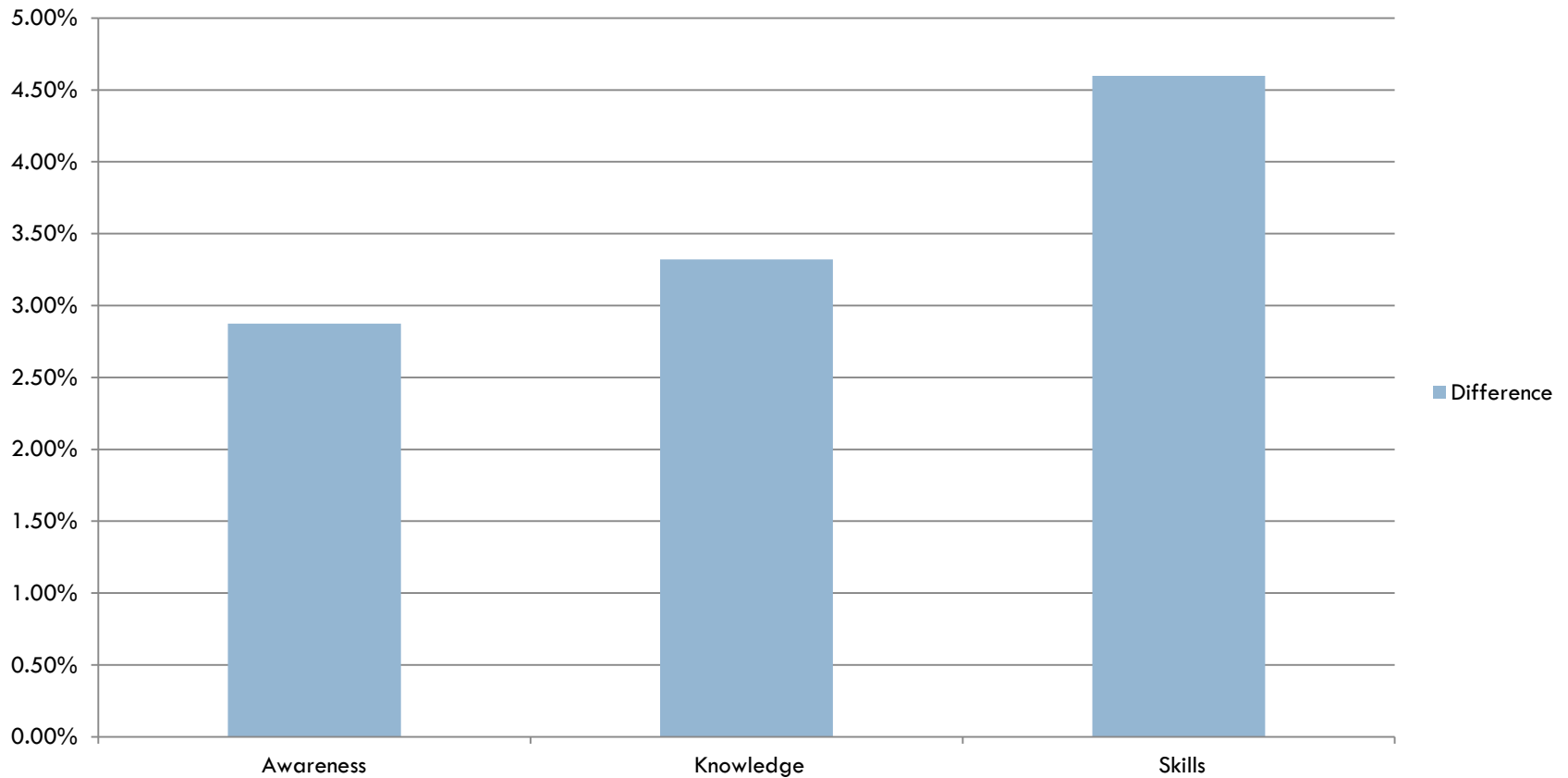


Change by sub-scores



How much better did SL students do?

Difference between change in treatment and change in control



Moving Forward



- 4th version of instrument
- CQ
- Intercultural Sensitivity Scale
- 4 sections, 2 faculty, 2 semesters, 160 students

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<http://iarslceproceedings2012.wikispaces.com/The+effects+of+participation+in+multicultural+SL>